

Appendix table 8-40.

**Public assessment of lucky numbers, by selected characteristics: 1988–99 (selected years)**

Characteristic	1988	1990	1992	1995	1997	1999
Percent						
<b>All adults</b>						
Strongly agree .....	1	2	3	2	2	3
Agree .....	35	33	33	35	34	31
Do not know .....	5	4	3	4	5	3
Disagree .....	51	51	50	48	46	51
Strongly disagree .....	8	10	11	11	13	12
<b>Male</b>						
Strongly agree .....	2	2	4	3	2	4
Agree .....	35	31	33	34	33	30
Do not know .....	4	3	3	3	5	2
Disagree .....	50	52	48	48	46	51
Strongly disagree .....	9	12	12	12	14	13
<b>Female</b>						
Strongly agree .....	1	2	2	2	2	3
Agree .....	36	36	34	37	36	32
Do not know .....	5	5	3	4	5	4
Disagree .....	52	50	52	48	45	51
Strongly disagree .....	6	7	9	9	12	10
<b>Less than high school graduate</b>						
Strongly agree .....	1	2	7	3	4	7
Agree .....	47	46	43	46	43	39
Do not know .....	7	6	5	6	8	4
Disagree .....	43	44	40	41	33	44
Strongly disagree .....	2	2	5	4	12	6
<b>High school graduate</b>						
Strongly agree .....	2	3	3	3	2	2
Agree .....	34	33	35	37	36	33
Do not know .....	3	3	2	3	4	3
Disagree .....	54	52	51	48	48	52
Strongly disagree .....	7	9	9	9	10	10
<b>Baccalaureate and higher</b>						
Strongly agree .....	1	1	0	1	2	1
Agree .....	23	16	18	20	20	21
Do not know .....	5	4	4	4	5	3
Disagree .....	53	59	57	55	52	52
Strongly disagree .....	18	20	21	20	21	23
<b>Attentive public to science and technology<sup>a</sup></b>						
Strongly agree .....	2	2	5	6	5	6
Agree .....	36	28	32	25	29	27
Do not know .....	4	5	4	3	6	2
Disagree .....	45	51	44	48	42	45
Strongly disagree .....	13	14	15	18	18	20

See explanatory notes, if any, and SOURCE at end of table.

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**Public assessment of lucky numbers, by selected characteristics: 1988–99 (selected years)**

Characteristic	1988	1990	1992	1995	1997	1999
<b>Sample size</b>						
<b>All adults</b> .....	2,041	2,033	1,004	2,006	2,000	1,882
Male .....	958	964	486	953	930	900
Female .....	1,084	1,070	533	1,053	1,070	982
Less than high school graduate .....	530	495	215	418	420	403
High school graduate .....	1,158	1,202	623	1,196	1,188	1,111
Baccalaureate and higher .....	353	336	203	392	392	368
Attentive public to science and technology <sup>a</sup> .....	233	229	105	195	288	216

NOTE: Responses are to the following question: "Some numbers are especially lucky for some people. Do you strongly agree, agree, disagree, or strongly disagree?"

<sup>a</sup>To be classified as attentive to a given policy area, an individual must indicate that he or she is "very interested" in that issue area, report that he or she is "very well informed" about it, and be a regular reader of a daily newspaper or relevant national magazine. Citizens who report that they are "very interested" in an issue area, but who do not think that they are "very well informed" about it, are classified as the "interested public." All other individuals are classified as members of the "residual public" for that issue area. The attentive public for science and technology combines the attentive public for new scientific discoveries and the attentive public for new inventions and technologies. Any individual who is not attentive to either of those issues but who is a member of the interested public for at least one of those issues is classified as a member of the interested public for science and technology. All other individuals are classified as members of the residual public for science and technology.

SOURCES: National Science Foundation, Division of Science Resource Studies (NSF/SRS), *NSF Survey of Public Attitudes Toward and Understanding of Science and Technology, 1999* (and earlier years). For a complete set of data from the survey, see J.D. Miller and L. Kimmel, *Public Attitudes Toward Science and Technology, 1979–1999, Integrated Codebook* (Chicago: International Center for the Advancement of Scientific Literacy, Chicago Academy of Sciences, 1999); and unpublished tabulations.

See page 8-32 in Volume 1.